

## KERSHAW ELEMENTARY

108 N. Rollins Dr.  
Kershaw, S.C. 29067

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	507 Students	
<b>Principal</b>	Dr. Jennifer C. Etheridge	803-475-6655
<b>Superintendent</b>	Dr. Gene Moore	803-286-6972
<b>Board Chair</b>	Bobby Parker	803-286-6972

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

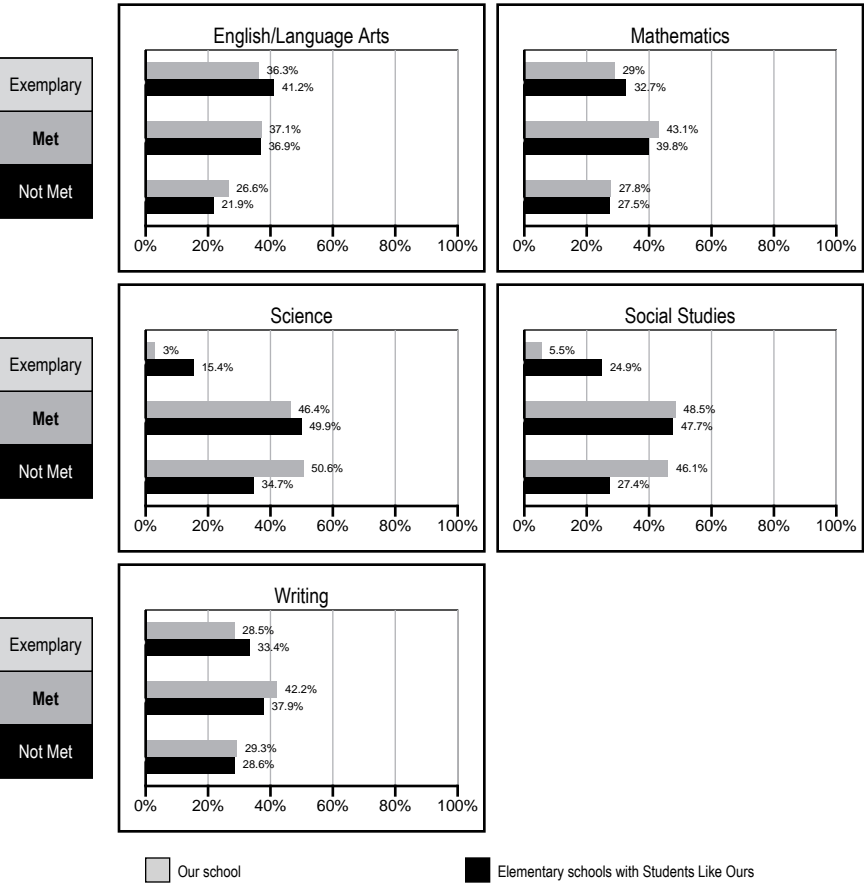
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 99.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
7	29	76	1	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=507)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Down from 4.0%	1.1%	1.2%
Attendance rate	95.6%	No Change	96.0%	96.1%
Eligible for gifted and talented	4.7%	Down from 6.0%	12.0%	11.7%
With disabilities other than speech	10.0%	Up from 8.6%	8.5%	8.0%
Older than usual for grade	0.0%	Down from 0.5%	0.4%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	67.7%	Up from 65.6%	59.5%	60.5%
Continuing contract teachers	87.1%	Up from 84.4%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.1%	No Change	88.8%	87.0%
Teacher attendance rate	95.1%	Down from 95.2%	95.3%	95.4%
Average teacher salary*	\$50,540	Up 0.2%	\$47,128	\$47,288
Professional development days/teacher	17.1 days	Down from 17.6 days	10.1 days	10.5 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 18.9 to 1	19.4 to 1	19.2 to 1
Prime instructional time	89.3%	Up from 89.1%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Down from 99.9%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,746	Down 9.8%	\$7,274	\$7,548
Percent of expenditures for instruction**	70.5%	Down from 73.2%	67.8%	68.7%
Percent of expenditures for teacher salaries**	66.9%	Down from 68.4%	64.4%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

"Expect to be impressed, our children are the best!" This school motto continues to resound in all that we aspire to achieve. A positive school experience for all students is the commitment of all stakeholders in our community. From School Improvement Council/PTO Family Nights for every grade level to Adult Education classes and Wee Read materials for newborn members of the Kershaw Elementary family, we strive to be a resource within the Kershaw area for young and old alike!

The resources for learning are broad and varied in the utilization of the Everyday Mathematics program, a Discovery cluster program using Core Knowledge Curriculum and Multiple Intelligences Theory, and SRA Corrective Reading for identified students. Summer Countdown to Kindergarten and a 4K program enhance early learning experiences for our students. We proudly celebrated the induction of numerous new members into the National Jr. Beta Club who became active in leadership and service projects! Staff development activities for teachers and assistants included sessions in rubric based writing instruction, along with grouping to address individual skill needs and to further enhance planning and evaluation of classroom strategies for our students.

Innovative learning experiences and technological opportunities are provided for all students through Classworks computer software for mathematics and language arts, standards-based field trips on all grade levels, media research, SMART Boards, author visits and manipulatives in both mathematics and science. Extended day and year enrichment has been provided through the Partners for Youth Homework Center, 21st Century, and Title I. AmeriCorps members, Teacher Cadets, and Service Learning students, along with parent and grandparent volunteers provide tutoring and mentoring for our students. Communication was key as student-led conferencing, classroom phone chains, and e-mail were again utilized on a school-wide basis. Visits in the homes of many of our students started the year off right by helping everyone get acquainted.

Our Positive Action Character Education program and numerous service learning activities provide citizenship opportunities for our students and staff, and support the American Red Cross, St. Jude's Children's Research Hospital, March of Dimes, and the Muscular Dystrophy Association. All students participated in musical and dramatic performances for family and friends during the year. PTO contributions continued to support supplemental instructional materials, funded school-wide activities, helped fund visiting artists, and supplied awards for Accelerated Reader throughout the year. Community support in combination with the involvement of our Kershaw Elementary families and teachers as a team makes a difference in the lives of our children!

Jennifer C. Etheridge, Principal  
 Brandee Young, SiC Chairperson 2009-2010

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	32	80	61
Percent satisfied with learning environment	93.8%	92.5%	95.1%
Percent satisfied with social and physical environment	96.8%	87.3%	95.0%
Percent satisfied with school-home relations	100.0%	88.8%	83.6%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	10.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	262	99.6	26.3	37.2	36.4	82.6	83	83.5	Yes	Yes
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**Gender**

Male	129	99.2	32.2	35.5	32.2	79.3	79.1	80.1	N/A	N/A
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Female	133	100	20.6	38.9	40.5	85.7	87.3	87	N/A	N/A
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**Racial/Ethnic Group**

White	193	100	23.2	37.6	39.2	86.2	86.8	89.6	Yes	Yes
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African American	61	98.4	37.3	39	23.7	71.2	74	74.6	Yes	Yes
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	86.1	92.7	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	85.6	79.6	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	93.8	85.1	I/S	I/S
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**Disability Status**

Disabled	42	97.6	65	22.5	12.5	42.5	47.1	51.7	Yes	Yes
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**Migrant Status**

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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**English Proficiency**

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	82.4	79	I/S	I/S
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**Socio-Economic Status**

Subsidized meals	155	99.4	34.2	32.9	32.9	78.1	76.4	76.9	Yes	Yes
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**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	262	99.6	27.5	43.3	29.1	83	81.5	80.4	Yes	Yes
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**Gender**

Male	129	99.2	31.4	41.3	27.3	80.2	78.3	78.4	N/A	N/A
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Female	133	100	23.8	45.2	31	85.7	84.8	82.5	N/A	N/A
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**Racial/Ethnic Group**

White	193	100	21.5	43.6	34.8	87.8	86.1	87.8	Yes	Yes
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African American	61	98.4	47.5	44.1	8.5	66.1	71.2	69.3	Yes	Yes
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91.7	93.5	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	80.9	78.3	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	87.5	83.2	I/S	I/S
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**Disability Status**

Disabled	42	97.6	55	35	10	57.5	44.2	46.1	Yes	Yes
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**Migrant Status**

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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**English Proficiency**

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	79	78.9	I/S	I/S
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**Socio-Economic Status**

Subsidized meals	155	99.4	32.9	43.8	23.3	77.4	74.8	72.8	Yes	Yes
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\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	174	100	50.3	46.7	3	49.7	62.7	67.3
Gender								
Male	86	100	53.7	43.9	2.4	46.3	62.4	66.9
Female	88	100	47	49.4	3.6	53	63.1	67.7
Racial/Ethnic Group								
White	129	100	41.3	54.5	4.1	58.7	70.5	79.6
African American	43	100	N/A	N/A	N/A	23.8	45.6	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	72	84.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	59.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.8	69.5
Disability Status								
Disabled	28	100	N/A	N/A	N/A	18.5	27	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	57	58.6
Socio-Economic Status								
Subsidized meals	104	100	N/A	N/A	N/A	39.4	51.4	55.4

Social Studies

All Students	176	100	46.1	48.5	5.5	53.9	65.4	70.9
Gender								
Male	84	100	50	44.9	5.1	50	64.3	70.1
Female	92	100	42.5	51.7	5.7	57.5	66.6	71.7
Racial/Ethnic Group								
White	133	100	44.7	49.6	5.7	55.3	69.8	79.2
African American	37	100	N/A	N/A	N/A	43.2	54.9	58.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	82.6	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	67.4	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	29	100	N/A	N/A	N/A	17.9	32.8	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	67.1	68
Socio-Economic Status								
Subsidized meals	103	100	51.5	44.3	4.1	48.5	54.8	60.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	264	98.9	28.7	42.5	28.7	71.3	72	72.1	95.6	95.7
Gender										
Male	129	97.7	37.5	42.5	20	62.5	64.5	65.2	95.3	95.5
Female	135	100	20.5	42.5	37	79.5	79.9	79.2	95.9	96
Racial/Ethnic Group										
White	195	99	24.4	45	30.6	75.6	77.8	80.8	95.8	95.5
African American	61	98.4	43.3	38.3	18.3	56.7	59.2	59.7	95	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	75	87	98.7	97.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	72	64.6	92.8	95.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	68.8	73.4	99.9	96
Disability Status										
Disabled	42	97.6	75	22.5	2.5	25	22.3	27.7	94.2	93.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	68.4	63.7	98.7	96.1
Socio-Economic Status										
Subsidized meals	157	98.7	39	37	24	61	61.6	61.9	94.7	95.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	94	100	34.1	34.1	31.8	65.9
	4	90	100	27.4	44	28.6	72.6
	5	90	100	17.4	53.5	29.1	82.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	87	98.9	26.8	28	45.1	73.2
	4	89	100	25.3	37.3	37.3	74.7
	5	86	100	26.8	46.3	26.8	73.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	94	100	38.6	48.9	12.5	61.4
	4	90	100	20.2	45.2	34.5	79.8
	5	90	100	26.7	54.7	18.6	73.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	87	98.9	31.7	35.4	32.9	68.3
	4	89	100	21.7	47	31.3	78.3
	5	86	100	29.3	47.6	23.2	70.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	47	100	56.8	38.6	4.5	43.2
	4	90	100	39.3	48.8	11.9	60.7
	5	45	100	N/AV	N/AV	N/AV	62.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	41	100	56.4	38.5	5.1	43.6
	4	89	100	44.6	51.8	3.6	55.4
	5	44	100	N/A	N/A	N/A	44.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	47	100	20.5	63.6	15.9	79.5
	4	90	100	20.2	65.5	14.3	79.8
	5	45	100	53.5	44.2	2.3	46.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	45	100	39.5	53.5	7	60.5
	4	89	100	44.6	51.8	3.6	55.4
	5	42	100	56.4	35.9	7.7	43.6
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	93	98.9	45.5	31.8	22.7	54.5
	4	89	100	27.1	50.6	22.4	72.9
	5	90	100	27.3	43.2	29.5	72.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	87	98.9	36.1	33.7	30.1	63.9
	4	90	98.9	24.4	50	25.6	75.6
	5	87	98.9	25.6	43.9	30.5	74.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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